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ABSTRACT

The Alaska Model for Early Childhood Education is an attempt to bring major ideas into focus for neighborhood programs. Suggested specifications for staff, facilities, equipment, activities, and parent involvement are presented. Sections deal with: (1) needs, objectives and activities; (2) child development activities and environments--physical environments (interest areas) and social environments; (3) community implementation strategies involving personnel and staff development, parent responsibilities and agency support services; and (4) evaluation. An equipment list is provided as an appendix. (KM)

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ALASKA MODEL

FOR

EARLY CHILDHOOD EDUCATION

(Ages 3, 4 and 5 Years)

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PS 00634

TABLE OF CONTENTS

I.	PREFACE	1
II.	INTRODUCTION	2
III.	ASSUMPTIONS, GOALS, AND OBJECTIVES	3
IV.	OBJECTIVES AND ACTIVITIES	9
V.	CHILD DEVELOPMENT ACTIVITIES AND ENVIRONMENTS	19
VI.	PERSONNEL	29
VII.	EVALUATION	33
	APPENDIX	34

I. PREFACE

The Alaska Model for Early Childhood Education presented in this document has been specifically designed in response to the needs, objectives, and discussions with a wide variety of groups in Alaska.

These ideas should be considered tentative for several reasons: (1) the design of any early childhood education program specifically resides in the neighborhood and community, (2) the implementation of any given model is based upon its adaptability to local environment and conditions, and (3) the ideas presented are based on a current state of knowledge which will become enriched and expanded as they are used in the Alaskan settings.

This document is concerned with the Alaska Model for Early Childhood Education which may be integrated into community programs. Other documents have been prepared as a part of the statewide planning for early childhood education including "A Long–Range, Comprehensive Plan for Early Childhood Education in Alaska" and "Program Alternatives in Early Childhood Education."

II. INTRODUCTION

The Alaska Models for Early Childhood Education included in this document are attempts to bring major ideas into focus for neighborhood programs. Many of these ideas are drawn from Alaskan sources; however, some of the ideas have become Alaskan as they have been discussed from programs in other parts of the nation. These ideas are presented in a format which may be adaptable to any given community. In some form, the ideas presented here can be provided for children whether it be in the village, the city, or any other location in Alaska.

Suggested specifications for staff, facilities, equipment, activities, and parent involvement are presented in this document. However, it is fully understood that a child grows and learns wherever he is--at home, in classrooms, in the community, as well as in child development centers.

The balance of the paper is organized into three sections: (1) a section dealing with needs, objectives and activities; (2) a rather detailed description of child development activities and environments; and (3) cursory descriptions of community implementation strategies including personnel and staff development, and also including parent responsibilities and agency support services.

III. ASSUMPTIONS, GOALS AND OBJECTIVES

Early Childhood Education has been described as encompassing the learnings that a child experiences between birth and the age of eight. These are vital years. Benjamin Bloom has stated that 50 percent of a child's intellectual capacity has been developed by the time he is four. Another 30 percent has been established by the time he is eight. His attitudes toward school and learning have been set by the time he is ten. Realizing the importance of these early years, programs in Early Childhood Education are now receiving high priority. The theories of Jean Piaget offer much insight into the development of intelligence. The work of Montessori, Bruner, Hunt, and others provide more insight into how children learn. As a result, the emphasis in most preschool programs is learning rather than teaching. While experimental programs have been designed primarily for disadvantaged children, more and more educators agree that preschool programs would be beneficial for all children.

Two fundamental principles underlie the teacher/child relationship. First there is a real appreciation and deep understanding of the uniqueness of each child. Home experiences may vary enormously, as well as the socio-economic and emotional influences that act upon him. He has a unique set of experiences. Each child learns in a different way and at a different rate. The teacher, then, accepts each individual for his true worth.

The second principle is that children learn from experience, from exploration and from active participation in discovery. Learning is as natural as breathing, for each child is born with an urge to investigate and find out.

The teacher sets the stage for learning, finds new, creative uses for materials, and respects the ideas and thinking processes of each child.

Two basic assumptions of the model programs are that children need: (1) to develop a healthy self-concept as it relates to learning in the school and community and home, and (2) to develop their intellectual ability. These assumptions are interrelated and cannot be treated as though they were independent of each other.

Develop a Healthy Self-Concept

A child has a healthy self-concept in relationship to learning and school, if:

1. he likes himself and his people;
2. he believes that what he thinks, says and does make a difference;
3. he believes that he can be successful in school;
4. he believes that he can solve a variety of problems;
5. he has a realistic estimate of his own abilities and limitations;
6. he is able to express feelings of pleasure and enjoyment and have some understanding of them.

If children have healthy self-images in relationship to learning and school, they will:

1. make better estimates of their ability to perform a given task;
2. make realistic statements about themselves and their cultural or ethnic group;
3. be more willing to take reasonable risks when confronted with a problem that they can probably solve;

4. express themselves freely in writing, painting, picture drawing, and other art media; also verbally, as in story telling or dictating stories to an adult;
5. learn from errors and corrections rather than feeling "put down" or rejected;
6. be able to express in verbal and nonverbal ways feelings of joy, happiness, fear, and anger;
7. be able to use lack of success as a tool for future learning;
8. take credit for accomplishments and accept responsibility for mistakes;
9. be able to use resources to solve problems;
10. be able to successfully interact with other children and adults;
11. be able to work within personal, social, and environmental limitations and make the most of the existing situation;
12. make judgments about what they have done.

Intellectual Development

Children need to develop their intellectual abilities.

- They must develop their senses and perceptions because these are the raw material for thought.
- They must develop their language skills because language is the tool of thought.
- They must develop their ability to form concepts because concepts help organize thoughts.
- They must develop problem-solving ability because problem solving is one purpose of thought.

PS 006344

- They must be able to recognize and develop their creative talents.

The Broad Goals of Early Childhood Education

Given these assumptions and principles, two broad goals for early childhood programs have been established:

The first is the development of a healthy self-concept.

Educators have long agreed that the child's ability to learn is strongly rooted in his self-image--how he sees himself. We know that a child who has a poor self-image does not perceive reality as others do. We know that a person with a poor self-concept cannot make objective value judgments. For these and other reasons, the development of a healthy self-concept is one of the major goals of almost every approach to the education of young children. The same educators, facing the reality of the world, agree that the child must achieve academically if he is to avoid failure experiences as he proceeds through school.

The second is intellectual development.

Children come into the world with a strong urge to explore it, to learn about it and to cope with it. It is the responsibility of the adults around the child to provide an environment to enhance his explorations, discoveries, and learnings. As the child's knowledge grows, as his ability to solve problems develops, and as his joy in the learning and thinking process increases, his self-concept will continue to be enhanced.

Major Objectives

To achieve these goals, these objectives have been established:

A. To assist in improving the child's mental and emotional health;

B. To help the development of social competency of the child;

C. To provide each child a chance for creative self-expression;

D. To help broaden each child's understanding of the culture in which he expects to live;

E. To help the child develop self-direction;

F. To help each child acquire and maintain good health and physical well-being;

G. To help each child broaden intellectual horizons;

H. To help each child improve in the understanding and use of language and communication skills.

Good educational programs for young children should take place in learning environments that foster each individual's unique patterns of growth and development. Good educational programs for young children should be planned, operated and evaluated by adults who know the nature of children, how they develop and how they learn. These adults should recognize that each child is different, and that each child's physical, emotional, intellectual, aesthetic and social development is interrelated and interdependent; they know that each individual functions as a total being, and that any malfunctioning in any one of the five aforementioned broad areas interferes with the proper functioning of the others. Good early childhood education programs provide for fulfillment of both physiological and socio-psychological needs in a safe, healthful, child-oriented environment equipped with appropriate supplies, materials and furnishings. By providing for the needs of young children in

this manner, the adults are not only providing for the child's immediate needs, but are also simultaneously developing a sound basis for each child to realize self-fulfillment in the future.

IV. OBJECTIVES AND ACTIVITIES

In an effort to show how some of the activities the children will be participating in help to meet the stated goals and objectives of the program, the following matrix has been designed. Across the top are listed the objectives as found in the preceding section. Some of the activities are listed down the side. A check in the square where the row and column intersect indicates which objectives may be met by a given activity. While the objectives of many early childhood education programs have been divided into Socio-Emotional, Perceptual-Motor and Cognitive, the model developers see these as being inseparable and interrelated. Following the matrix is a section in which objectives of the program have been stated as needs. They have then been enlarged to contain more specific objectives and activities.

MATRIX I

Activities \ Objectives	Socio-Emotional			Perceptual-Motor			Cognitive	
	A	B	C	D	E	F	G	H
	Good mental and emotional health (self-concept)	Social competency	Creative self-expression	Cultural understanding	Self-direction	Good health and physical well-being	Broaden intellectual horizons (expand concepts)	Communication skills and language development
Learning about self	X		X	X	X	X		X
Learning about family	X	X		X			X	X
Learning about community	X			X			X	X
Learning about food and nutrition						X		X
Learning about clothing						X		X
Learning about plants and animals							X	X
Learning about art materials	X		X		X			X

Matrix I, continued	A	B	C	D	E	F	G	H
Learning about playground equipment		X			X	X		X
Learning about colors, shapes and sizes							X	X
Learning about toys, games and equipment	X	X			X	X	X	X
Learning about class members	X	X		X			X	X
Learning about folk tales and legends	X		X	X			X	X
Learning about books and words							X	X
Learning about numbers							X	X
Learning about spacial concepts (over, under, etc.)							X	X
Learning about relational concepts (longer, shorter, etc.)							X	X

A. NEED: To help each child build and maintain a positive self-concept.

Objectives:	Activities:
Frequent success experiences	Furnish frequent chances for success attuned to his own level of growth and development
Positive, self-correcting feedback from adults, children, and materials	Encourage the child to learn about self through the use of many types of materials, equipment, and activities
Association with responsive adults	Surround the child with adults who respect and understand individual differences, human dignity, and the need for achievement
Enrich cultural heritage	

B. NEED: To help each child to develop social competency

Objectives:	Activities:
Learning from adult models	Thoughtful, sincere adults to act as models for children to follow
Large and small group living skills	Time for learning about self and others through group living

- to learn how one's behavior is accepted by others
- to learn how different behavior affects individuals and groups as a whole
- to learn about self through the guidance of adults trained in early childhood education

Time for learning specific social amenities

- learning to listen to others
- learning to take turns at sharing equipment and materials
- learning through the use of audiovisual materials
- learning to be courteous and thoughtful of others

Children to assume responsibility for assisting in such things as table setting, cleaning up their "messes," and reshelving toys

Freedom to solve interpersonal conflicts without immediate adult interference

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C. NEED: To provide each child with the opportunity for creative self-expression

Objectives:	Activities:
Self-expressing, creative activities	Self-development through the use of a variety of art and music experiences

Aesthetic experiences in art, music, etc.	Learn about arts and crafts through field trips, special visitors, and audiovisual materials

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D. NEED: To help each child develop cultural understanding and appreciation

Objectives:	Activities:
Parental involvement in policies, practices, decision making, and teaching of early childhood education	
Preparation for responsible citizenship	Time for learning democratic principles through experience, books, audiovisual materials, class and school rules and regulations, and teacher attitudes and models
To appreciate the world around them	Opportunities to learn about the immediate neighborhood and surrounding community through field trips, classroom visitors, audiovisual materials

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E. NEED: To help each child develop a sense of self-direction and responsibility

Objectives:	Activities:
Self-discipline	Time and freedom to learn through living within the educational environment - opportunity to experiment with adult standards through dramatic play - opportunity to experience other children's standards of behavior
Self-directing, problem-solving activities	Opportunities for making choices throughout the daily program between a variety of activities and materials

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F. NEED: To help each child acquire and maintain health and physical well-being

Objectives:	Activities:
Diagnose and correct individual health problems	
Provide nutritious meals and snacks	Learning about nutrition through involvement in planning and preparation of meals and snacks
Establish good personal health habits	

Provide physical activities which promote muscular development	Scheduling intermittently, activity and quiet periods in the daily schedule Opportunity for large muscle development - use of specifically designed equipment and play areas - use of rhythmic activities, games, stunts, etc. Opportunity for small muscle development - use of selected equipment and supplies for manipulation purposes - use of finger plays Romping, zestful self-releasing physical activity

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G. NEED: To help each child develop knowledge and broaden intellectual horizons

Objectives:	Activities:
Develop knowledge and learning skills	Time for adults to observe children and to give each individual the affection, acceptance, achievement, and authority needed for his self-improvement Preplanned curriculum which makes provisions for individual differences and offers challenges for each child

The development of knowledge and understandings through the use of books, adult visitations, audiovisual materials, field trips, etc.

Incidental learnings during the daily routine which give experience in arithmetical concepts, scientific learnings, and reading readiness

Planned interest centers with appropriate materials for concept formation, dramatic play, manipulative play, etc.

H. NEED: To help each child develop communication skills

Objectives:	Activities:
Communication with adults	Time for communication with adults - time for planning, evaluation and informal discussions - time for listening to records and tapes - time for listening to stories being read or told - time for the use of audiovisual equipment
Peer interaction	Time for interaction with peers throughout the daily schedule

	- time for dramatic play - time for informal group experiences - time for developing experience charts - time for singing and choral speaking activities
Language concept development through listening and speaking	Time for entering into planned language development activities - listening games - labeling activities - using tape recorders and Language Masters - picture reading activities

V. CHILD DEVELOPMENT ACTIVITIES AND ENVIRONMENTS

Introduction

The preschool room where a child comes to play, learn, think, solve problems, and to relate with adults and peers will vary in each community. But whether a child comes to a room in a school building, or a church, or a community hall, or possibly a home, that room has some distinct features. Wherever it is, the space is divided into learning areas, or interest centers, each one with a different, but interrelated focus. Wherever it is, the learning area is equipped with manipulative materials for the children to explore and learn from. Wherever it is, the child will be associating with interested, respectful adults. Wherever it is, the learning centers will be varied enough so that all the children can find something that interests them. Some communities will have space enough and resources enough to implement most of the learning centers described in this section at one time. In other areas, only a few learning centers will be possible at a time. Perhaps some of the learning centers in which more noisy activities are taking place might be closed part of the day so that there might be a quiet time or time for large group activities. However, the model was designed so that the principles, goals, and objectives can be implemented in almost any community.

Just as the room will look different in different communities, so will different communities have different staffing patterns. Some communities may decide that one teacher and one or two assistants are sufficient staff for fifteen children. Others may decide on a ratio of two adults to ten or less children. A cook and a janitor may be necessary in addition to the teacher and assistant

in some communities. The staff, like the room, will be determined by the needs of the community.

In any case, the optimum learning environment satisfies the following conditions:

1. it permits the learner to explore freely;
2. it informs the learner immediately about the consequences of his actions;
3. it is self-pacing, with events occurring at a rate determined by the learner;
4. it permits the learner to make full use of his capacity for discovering relations of various kinds;
5. its structure is such that the learner is likely to make a series of interconnected discoveries about the physical, cultural, or social world;
6. the activities within the environment are self-rewarding and do not depend upon rewards or punishments that are unrelated to the activity.

As the children enter the classroom each day, they are free to choose from a variety of activities such as painting, working puzzles, playing with manipulative tools, looking at books, listening to records or tapes, using the Language Master, and building with blocks. They can stay with an activity as long as they like or they can move on to something else whenever and as often as they like. As the day progresses, small groups play games which involve problem solving with the teacher or assistants and others may ask to be read to. During the day, the teacher and assistants read to the children, play games with them, and respond to the spontaneous activities which build the experience that

precedes instruction in some skill or concept. The teacher and assistants respond to the children rather than having the children respond to them.

A few minutes a day are devoted to large group activities such as singing, listening to a story, sharing sessions, or participating in a planned lesson. A child does not have to take part in large group activities if he does not want to, but he cannot continue in any activity that disturbs the group.

Physical Environments

Physical environments should be provided for many different types of experiences. Some children will want to play quietly alone while others need to be more boisterous. By arranging the classroom into "activity areas," children are free to pursue their own interests.

Each program must work with the size and shape of available space, but even in a small building many different arrangements are possible.

A room may contain all or some of the following interest areas:

1. Block building area
2. Library area
3. Housekeeping and dramatic play area
4. Discovery center (Science)
5. Art area
6. Puzzle and game area
7. Large muscle toy area
8. Listening area
9. Mathematics discovery area
10. Other areas

In some cases, the combination of areas might be suitable, although loud and quiet areas are best kept apart. The areas are divided by shelves which contain the materials for each center. Some areas may be carpeted, others not. Some may contain small tables and chairs, others not. But each area has distinct activities and a clear focus.

Block Building Area

In this area, or interest center, is a large variety of blocks and boards and toy cars and trucks. These are kept on low shelves where they are readily available to the children. If the shelves are labeled with a silhouette of the blocks that are stored there, it is easier for the child to replace the blocks when he is through with them.

As a child, or group of children, play with the blocks, the adult in that area can help him with language development by encouraging the child to talk about what he is building. Perhaps he will want to dictate a story for the adult to write down about the structure he has made.

In this area also, the adult can help the child reinforce relational concepts, such as long, longer, longest; short, shorter, shortest; as well as spacial concepts such as over, under, beside, behind.

With blocks, boards, and toy trucks the child can also begin to understand some scientific principles; for example, friction. Will the truck roll farther on a carpet or on a piece of linoleum? Will it roll farther off of a steeply inclined plane, or one which is not so steep?

Counting, and one-to-one matching can also be reinforced in this area. How many blocks did the child use to build his road or his structure?

Sorting and classifying are involved as the child puts like blocks together.

Library Area

This is a quiet, comfortable area, with some pillows if possible, or perhaps a small rocking chair, where the child can go to look at the variety of books that are there. Here the child can talk about books, look at books, and listen to stories.

The adult in this area reads to the children, helps them learn nursery rhymes, and also letter recognition. Later on, the children will recognize words in favorite books. The left-to-right concept necessary to reading is also developed as the adult moves her hand to follow the words she is reading. As the children listen and become excited about the stories, their motivation to learn to read is enhanced.

Housekeeping and Dramatic Play Area

Pretending to be an adult is an important part of child's play. In this way he can try a number of adult roles, learning about those roles as he imitates adults he abserves. This area contains a small table, stove, sink, dishes, and other household items, as well as dressup clothes and hats. With large pieces of cloth, a child can pretend to be an animal or even a ghost.

This is an excellent area for the adult to observe a child, find out his interests, and discover what he knows or doesn't know. Perhaps a child will want to dictate to the teacher a story about how he feels when he is dressed up as a fireman or whatever he has pretended that day.

Discovery Center

This has often been called a science area because it is where the child can explore objects from the world around him. Pets, rocks, shells, driftwood, artifacts, magnets, plants, etc., might be placed here along with magnifying glasses, a box of buttons, and an aquarium.

With the help of an adult, in this area the child can develop such concepts as sorting and classifying, what is alive and what isn't, the conditions necessary for life. He can explore the conditions in which plants grow best. He can learn about care of animals. He can discover what objects a magnet will pick up, and which ones it won't. He can find out what objects float in water and which ones don't. And, as always, he can talk about what he is doing, and learn new words.

Art Area

This area contains easels, paper, paint, crayons, clay--any art materials available. Here the child can express himself freely. If for some reason he is angry, he can paint how he feels. If he has heard a story he likes, he may want to make an illustration for it. Maybe he wants to make a clay model of an animal he has seen, or draw a picture of something he has done. The adult in this area can reinforce the names of colors and shapes. And here is an important place for the child to tell the adult stories about what he is doing so they can be written down and attached to the child's picture or model. Also in this area the child can experiment with colors, discovering what colors mix together to form other colors. As he explores, he will discover the many ways each art medium will work for him.

Puzzle and Game Area

This area contains puzzles and games, materials for cutting and pasting. As the child plays here, the adult can help him learn about color, shapes, size. The child can play alone, solving problems as he puts puzzles together--learning about the concept of whole and part of the whole. Or he can play with others, developing social skills such as taking turns. He reinforces his ability to count as he counts pieces in a puzzle, or as he counts the number of spaces he can move an object on a game board.

Large Muscle Toy Area

This area is large and noisy. There is space for the child to run, skip, bounce balls, climb on climbing equipment, walk on a balance beam, play games that require a lot of movement. Here the adult can lead singing games, clapping games, all sorts of group games. It is an important area for it enables the child to develop the use and coordination of his large muscles.

Listening Area

This area is equipped with record players, tape recorders, Language Master, and sometimes with earphones. Here the child can listen to music or stories that have been recorded or taped. With the Language Master he can, by himself, develop letter or word recognition, number recognition, color names, shape names. While the adult observes the child wherever he is in the room, here she can determine more precisely the skills the child is working on, and can develop Language Master cards to help develop those skills. The adult can also tape stories for the child to listen to.

Mathematics Discovery Area

Cuisenaire rods, scales, measuring instruments, attribute blocks, counting cubes, equilizing balance beams--all help the child learn to count, to add and subtract, develop the concept of equal or not equal. With the help of an adult, he can learn to replicate patterns, develop relational or spacial concepts. The child can learn how to use standard measures as well as develop his own units for measuring. With the aid of an adult, the child can learn the names for fractional parts of a whole. With a geoboard, the child can make many different shaped figures, in addition to triangles, squares, rectangles. More precise understanding of size is developed as the child constructs figures that are twice as big, half as big, or four times as big as a given shape. Play money is helpful if the child plays "store," gaining the very practical knowledge of what money will buy.

Other Areas

If it is possible, other areas might also be available to the children. Some of these might be:

- A sandbox area--where the child can build model communities.
- A water play area--where, with the aid of many different volume measures, the child can learn to measure liquids.
- A woodworking area--where the child can have the opportunity to develop muscular coordination by sawing wood, drilling holes, hammering nails, etc. The child can also gain a sense of accomplishment as he creates his own structures and models.
- An outdoor play area--where the child can grow physically and socially.

Social Environments

The social environments of the child includes his relationships with his peers and with the adults around him, as well as the way his play and learning activities are structured.

Generally, activities may be divided into three types:

1. Individual activities
2. Small group activities
3. Large group activities

Individual activity gives the child an opportunity to make choices in regard to his own activities. However, this does not mean the adult is not involved in the child's play. Teachers should play and talk with a child and, when needed, give directions and set limits. Further, the adults can use the child's activity to help develop concepts and the language to express them. Adults should be careful not to push a child into an activity he does not like or hold a child in an activitiy longer than he is interested.

Small Group Activities. Very often individual activities may evolve into small group activities. Adults can encourage this by joining the group and occasionally initiating activities, such as singing, working with play dough, painting, etc. As in free play, teachers need to be in different activity areas. Specific planning is needed to prepare materials and equipment to be used.

Small group activities encourage the child to learn to share, to play with other children, and to communicate with classmates and teachers and develop concepts.

Large Group Activities. Large group activities involve most of the children at one time. Snack and lunch time are examples that each program has each day. However, as children get to know the teachers and each other better, music, storytime, games, etc. may involve most of the class together. For both small and large group activities, the child should be invited, not forced, to participate. Each child should make the choice of joining in an activity or not.

VI. PERSONNEL

Parents

Family members are part of the child's life and have a right to participate in the program. Every adult in contact with the child is part of his learning environment. Selected adults in the community are also welcomed and encouraged to participate in the child's learning activities. They may be either special guests who come to share their talent or knowledge with the children, or interested people who like to be with children.

Parents, however, have several unique roles to fill. First, parents make up the backbone of the Parent Committee. It is recommended that at least 51 percent of the membership of this Committee be parents. The job of the Committee is to determine what kind of program it wants in that community, and to help implement it within required state or federal standards.

Parents may also work in the program either as teachers, classroom assistants, volunteers, secretaries, or filling any of the positions determined by the Parent Committee.

Perhaps a parent will be selected to fill the role of home visitor. The home visitor acts as a liaison between the home and the classroom, keeping the parents informed about the program, and stimulating interest and involvement.

Teacher, Associate Teacher, and Other Adult Roles

A teacher who is successful in this program will manifest these kinds of behavior:

1. Structuring--providing the ground rules.

2. Problem Focusing--calling attention to an event which needs resolution.
3. Accepting--being open, nonjudgmental, and empathetic.
4. Clarifying--probing for more definition to ensure understanding.
5. Facilitating the Acquisition of Data--providing opportunities for the child to gather or generate information needed in problem resolution or decision making.
6. Silence--providing time for students to function according to the perceived need.
7. Modeling--providing congruent behavior patterns with desired behaviors.

The teacher also needs to be supportive of the child's behaviors, feelings, thinking processes, and hierarchy of values. The teacher must diagnose the feelings, concepts, and learning processes of each child so that she knows where the child is in the growth sequence. As the teacher diagnoses and records the child's cognitive level, she has criteria for selecting activities and materials to be presented.

All of the adults working in the classroom have the responsibility to provide a stimulating environment, to provide special skills such as music or folk lore, make and maintain materials, and to respond to the children in a way which demonstrates concern and respect.

Other Adults Concerned with the Well-Being of Children

Important resources for the implementation of an early childhood program include agency personnel such as health and nutrition workers, social

workers, psychologists and others. Particularly important resources are teachers and administrators of the local educational agency.

Staff Development

A major determinant of the success of an early childhood education program rests upon the training of the people who will participate in the program. The kinds and varieties of materials, equipment, and activities are all subject to the decisions of those who use them.

Preparation programs for early childhood education must focus on:

1. Training to meet the objectives of the early childhood program.
2. Training to utilize the potential contributions of other adults and groups to the early childhood education program.
3. Enabling the individual participant to enter a career lattice of training, ranging from parental participation to certification in early childhood education or a strong specialization within elementary certification.
4. Training local policy, decision-making and coordinating committees and boards.

Preparation programs should occur in a variety of settings, including local communities, regional centers, and colleges and universities. Several disciplines are concerned about the growth and well-being of children, and these disciplines (such as education, psychology, and home economics) should have input into the program. Preservice education, as well as inservice education, for all adults working with children will include a practicum--working with children in an ongoing program. Workshops and inservice programs given during the school year in

community and regional centers will enable teachers and other adults to continue in their professional growth as well as provide help for specific problems and concerns.

VII. EVALUATION

It is expected that the early childhood program will have great impact, not only for the children, but for their families and for the community. It is also expected that there will be an upward thrust of this kind of responsive program as children enter the primary grades who have experienced this kind of learning and who have a sense of self-confidence and self-direction.

However, if the results of the program are to be known, instruments to evaluate both the cognitive and affective growth of children should be developed. Further, instruments to evaluate the training program for adults will be needed.

Reporting the results of the evaluation of the program should begin with the parents who are concerned and involved in their children's education.

APPENDIX

EQUIPMENT LIST

The following equipment is recommended for a program for young children. It is intended to supplement existing programs or be added to basic lists. It does not include expendable supplies such as starch, paint, brushes, clay, crayons, etc. Nor does it include furniture, which is presumed to be supplied.

This list is by no means exhaustive, and does not include those teacher collected materials which add variety and enrichment. Some equipment can be made by the teacher or parents.

The equipment is divided into categories. Items which are available only from a specialized supply house have the catalog number and source given. Others which are available from a school supply company are indicated by the letters "SSC." Items which may be purchased locally, in toy stores, hardware or variety stores, are so indicated.

Suggested equipment is for fifteen children. When there is a limited amount of money, purchase those items that cannot be made or collected from the community.

Quantity	Item	Source	Cost
	LEARNING SKILLS		
2 sets	Attribute blocks and 1 teacher's manuel	McGraw Hill	about $6.00
1	Numberite	AN 103, Creative or Judy Co.	
4	Peg Boards and Pegs	SSC	@$2.50
1	Number Sorter	AN120, Creative or SSC	
1 set	Large Beads and Strings	SSC	
2	Counting Bar (10 beads, 1" or over)	SSC	
1 or 2	Magnetic Boards	SSC or local	$2.50
2 sets	Magnetic Letters (upper and lower case) and Numerals	SSC or local	$1.00
2 boxes	Cuisenaire Rods (Box--155 rods)	Cuisenaire Co. of America 9 Elm Avenue Mt. Vernon, N.Y. 10550	
1	Language Lotto	Appleton-Cent. Crafts	$1.00
1	Object Lotto (Ed-U Cards)	SSC or Creative	$1.00
1	World About Us Lotto (Ed-U Cards)	SSC or Creative	$1.00
1 set	Table Blocks Small animal cage, aquarium, plants, garden tools	Creative	
2	Color Stacking Discs	SSC or local	
6-10	Wood inlay puzzles of varying degrees of difficulty	SSC or local	$2.50 up
2	Sifco Coordination Boards--a color and form board	SSC	
4	Individual felt board, with variety of geometric shapes, in all colors and sizes, and other cut outs that are described in the book	Made locally	

Quantity	Item	Source	Cost
	LEARNING SKILLS		
2 sets	Attribute blocks and 1 teacher's manuel	McGraw Hill	about $6.00
1	Numberite	AN103, Creative or Judy Co.	
4	Peg Boards and Pegs	SSC	@$2.50
1	Number Sorter	AN120, Creative or SSC	
1 set	Large Beads and Strings	SSC	
2	Counting Bar (10 beads, 1" or over)	SSC	
1 or 2	Magnetic Boards	SSC or local	$2.50
2 sets	Magnetic Letters (upper and lower case) and Numerals	SSC or local	$1.00
2 boxes	Cuisenaire Rods (Box--155 rods)	Cuisenaire Co. of America 9 Elm Avenue Mt. Vernon, N.Y. 10550	
1	Language Lotto	Appleton-Cent. Crafts	$1.00
1	Object Lotto (Ed-U Cards)	SSC or Creative	$1.00
1	World About Us Lotto (Ed-U Cards)	SSC or Creative	$1.00
1 set	Table Blocks Small animal cage, aquarium, plants, garden tools	Creative	
2	Color Stacking Discs	SSC or local	
6-10	Wood inlay puzzles of varying degrees of difficulty	SSC or local	$2.50 up
2	Sifco Coordination Boards--a color and form board	SSC	
4	Individual felt board, with variety of geometric shapes, in all colors and sizes, and other cut outs that are described in the book	Made locally	

Quantity	Item	Source	Cost
1 set	Rubber Equilaterial triangles, with circle cut in center	AT673, Creative	$3.50
2	Nesting Cups--round and hexagonal	Local	$1.50
1	Fractional Squares Board	AJ 112, Creative	
1	Fractional Circles Board	AJ 113, Creative	
2	Counting Frames, 100 units	SSC or local	
1	Farm Lotto (Ed-U-Cards)	SSC or Creative	
1	Zoo Lotto (Ed-U-Cards)	SSC or Creative	
	Dry cell batteries, flash light bulbs, electric wire, magnets		
1 or 2	Parquetry Block Sets	SSC or local	$2.50
1 each	Graded Cylinder Sets with knobs	AT620-623, Creative	
1	Boxed sticks for laying (1-5", 6 colors--pick up sticks	SSC	
1	Pattern Play Abstracts (miniature circular rubber puzzle, abstract geometric shapes)	AT671, Creative	
1	Graded circles, squares, triangles	AN100, Creative	
1 set	Plastic Hexagonal Mosaic Tiles	AJ115, Creative	
1	Dis-Kit-Rig-A-Jig	SSC	
1 set	Color Design Cubes	SSC	$2.00
2 sets	Hammer Board and Nails	Creative	
	Various size nuts and bolts	Local or SSC	
	Gear boards	Local or SSC	
	Keys and locks	Local or SSC	
	Barrels--plastic unscrewing	Local or SSC	$1.00

Quantity	Item	Source	Cost
	BLOCK PLAY		
	Hardwood unit blocks, approx. 200	SSC	
	Hollow blocks--school set	SSC	
2	Transportation Sets (bus, car, truck and airplane)	AB045, Creative	
2	Folk Family (father, mother, brother, sister, baby)	AB78, Creative	$9.00
	Other types could be used, but these have the advantage of being both black and white		
1 set	Farm animals (rubber or wooden)	AB072, Creative	$8.00 up
2	Interlocking freight train	Ar009, Creative	
	SENSORY AIDS		
1-2 sets	Color paddles	AA814, Creative	$1.00
2 sets	Sound boxes	Pill boxes from pharmacist	
1	Hand magnifying glass	SSC or local	$1.00 up
1	Prism	SSC or local	
1	Hand mirror	Local or Creative AQ782	
1	Full length mirror	Local or Creative	
	Ruler, yardstick, tape measure	Local	
	Assorted pieces (2 each) of different textures of commonly used materials	Local	
2-4 sets	Waterplay equipment, meat basters, catsup or mustard dispensers, funnels, pitchers, small and large top containers, plastic dishpans, paint brushes (2-4 of each)	Local	

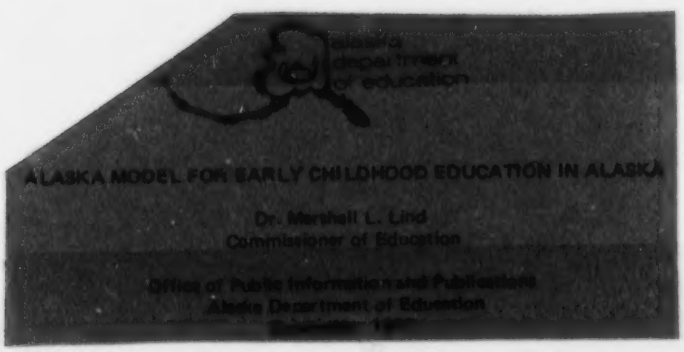
Quantity	Item	Source	Cost
2-3	Clear or white plastic ice cube trays (for mixing water and color, movement of water)	Local	
4-6	Plastic medicine droppers (same use)	Local	
1	Wood kaleidoscope	AJ 368, Creative	
1	Autoharp, ukelele or guitar	SSC	
1 set	Rhythm instruments	SSC	$10-$15
4 sets	Sticks		
4	Blocks		
4	Triangles		
4	Bells		
1	Drum		

DRESS UPS

4-6	Girl's dresses, sizes 8-10 Assorted purses, gloves, scarves, hats, aprons Rubber overboots Vests, denim jackets, cowboy outfits Assorted occupational hats--band hats (ask high school), policeman, fireman, mailman, hard hat (construction worker), cowboy hats, ball caps, etc. Occupational costumes as available Hooks or rods with hangers and other storage should be provided for the above items.	Local

Quantity	Item	Source	Cost
	LANGUAGE DEVELOPMENT		
1	Puppet family group	SSC, local, or Creative	
1	Flannel or felt board, 24x36 to use with stories and cutouts	SSC or made locally	
2	Telephones	Telephone Co. or SSC if it is impossible to get phones that work	
1	High quality, 3 speed record player		
1 set	Listening Post with 6 headsets	SSC	
1	Character puppet	SSC or local	
1	Tape recorder or cartridge tape recorder	SSC	$40-$60
1	Language Master	Bell and Howell	$250.00
1 set (100) per community	Language Master blank cards	Bell and Howell	$100.00
	LARGE MUSCLE DEVELOPMENT		
2	6" utility balls	SSC or local	$1.00 up
1	2" x 4" balance board, 6' x 10'	SSC or made locally	
2-4	Walking board, 6' x 10' in length 8" x 12" wide. These must be of hardwood, with cleats on each end and smoothly finished.	Local	
Several	Wooden boxes for building, placing walking boards. (Cement blocks could also be used, low sawhorses or tractor tires)	Made locally, or discarded (try office supply and manufacturers)	
	Cardboard boxes in great variety		
	Auto and tractor or truck tires and tubes		

Quantity	Item	Source	Cost
	1/2" to 3/4" lengths of wood for spontaneous building	Local	
	Beadspreads, tarps, or sheets for tents		
	Variety of lengths of rope		
	Lengths of pipe and joints		
	Pipe wrenches		
	Workbench and tools	Locally made bench	$15.00 for tools
	Tools including:		
4	Small 6 oz. claw hammers		
1	Cross cut saw		
2	"C clamps"		
2	Screwdrivers		
1	Crescent wrench, 6"		
1	Brace		
1	Set of bits		
1	Pliers		
	Soft wood		
	Nails		
	Screws		
	Nuts and bolts		
4	Bean bags	Local or handmade	
1	Rocking boat	SSC	
1	Portable ladder	SSC or AP80, AP81, Creative	
1 or 2	Climbers	AP84, Creative or made locally	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ALASKA MODEL FOR EARLY CHILDHOOD EDUCATION IN ALASKA
Dr. Marshall L. Lind
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